

Grades 9–12

# CWS Capstone Assignment Overviews

CORPORATE WORK STUDY PROGRAM
PROVIDENCE CRISTO REY

## For Mentors/Supervisors: How the Capstones Fit Together

Every Providence Cristo Rey student closes the year with a capstone that tells the story of their growth at work, demonstrating real evidence from their time in Corporate Work Study. Ideally, each grade builds on the last, so by senior year students have four years of evidence to draw from.

| Grade | Theme | Driving question | Format | Length |
|---|---|---|---|---|
| 9 | Discover | Who am I becoming as a professional? | In-class presentation with evidence | 2–3 min |
| 10 | Develop | How have I grown and what skills am I building? | In-class STARR case study presentation | 3–5 min |
| 11 | Connect | How does my work create value? | Professional Impact Showcase (LinkedIn and/or resume display) | Showcase rotation |
| 12 | Lead | Who will I be after Providence Cristo Rey? | Capstone presentation plus Own the Event coordination | 10–15 min |

**Your role is coach, not grader.** You do not need to help your intern build slides. You help them notice and name the growth they might otherwise overlook:

- **Notice it** when it happens: "I saw you take initiative today."
- **Name the skill:** "That showed professionalism and confidence."
- **Encourage reflection:** "Remember this moment. It could go in your capstone."



Grade 9 — Discover

# My First Year as a Professional

Freshmen give a 2–3 minute in-class presentation that tells the story of their first year at work and proves their growth with real evidence. This is not necessarily a report on what the company does. It is a short, honest conversation-style presentation about who they were in August and who they are becoming.

- **Driving question:** Who am I becoming as a professional?
- **Format:** 2–3 minute presentation in Professional Skills class with one artifact shown live

## What the presentation covers

| Part | Student answers | Time |
|---|---|---|
| 1. Who I Was | What excited me and what made me nervous on day one | ~30 sec |
| 2. What I Experienced | One memorable moment: a challenge, mistake, success, or relationship | ~45 sec |
| 3. How I Grew | Two professional skills, each as "I used to… Now I…" plus one piece of evidence | ~60 sec |
| 4. Who I'm Becoming | One lesson, one goal for sophomore year, and a thank-you to one person who helped | ~30 sec |

## Evidence requirement

Every growth claim needs proof, not just a feeling. Students bring:

- **One meaningful artifact** with the line "This represents my growth because…" (for example, a name badge, notebook, thank-you note, first professional email, or a project sample with confidential information removed)
- **One piece of evidence for each of their listed skills**, such as a supervisor comment, a before-and-after email, or a task they now do independently

See the CWS Mentor Portal for a complete list of competencies and skills.

## How supervisors can help

- **Point out "firsts"** as they happen: first phone call answered, first email sent, first meeting attended. Freshmen often don't realize these count as experience.
- **Give one honest piece of feedback** and let the student practice receiving it calmly.
- **Describe one skill in your own words** when your student asks. They can use this as a quote!
- **Answer three short questions** near the end of the year: When the student first arrived, how would you describe them? How have they grown? What should they keep developing?

> *A freshman who can say "My supervisor told me I was quiet in August, but now I greet visitors and answer phones" has strong evidence.*

## What a strong freshman capstone looks like

- Tells a story, not a list of tasks
- Uses at least one real example and one artifact from the internship
- Shows honest reflection, including a challenge
- Stays within 2–3 minutes with steady eye contact and a clear voice
- Ends with gratitude and a goal for next year